



Yardleys
School

WORKING TOGETHER FOR A BETTER FUTURE

Supporting Learning at Home

2023/24

Year 9 – Term 3

This practical 'how-to-guide' is designed to advise how you can support developing your child's long-term knowledge at home.

How can I support my child at home?

At Yardleys we aim to provide students with a curriculum that educates the whole child. We endeavour to ensure that throughout their time at the school they become responsible and respectful citizens that are ready for life. Ultimately through our teaching we want students to know more, remember more and do more. The science tells us that to remember things we need to practice, rehearse and retrieve this information regularly, which will be significantly improved if this can happen at home as well as at school.

This guide will tell you a little bit about memory and share some strategies you may use at home. It will also highlight some subject specific things that you can 'Watch, Listen or Discuss' with your child at home to help this memory process. We have also shared a summary of what they will study throughout the year.

How can we remember things forever?

We have two types of memory:

- **Working Memory:** This has a very small capacity, and information is easily forgotten.
- **Long Term Memory:** This has an unlimited capacity.

If knowledge is only stored in our working memory, it gets **forgotten**. In order for us to 'learn' and be able to recall knowledge, it has to be transferred and stored in our **long-term memory**.

Below are techniques which you can use at home to ensure knowledge can be stored in your child's **long-term memory**:

How can I support my child at home?

1) Tell me what you learnt today

Ask your child to explain something which they studied today in school.

Why?

Asking your child to articulate their thinking consolidates what they have learnt, whilst developing their communication skills. Having to think, and recall what was covered, is a key strategy when transferring knowledge into our long-term memory.

Questions to ask your child:

- What was the most interesting thing you learnt today?
- Tell me three things you learnt in **Science** today.
- What questions did you ask in lesson today?

2) Creating Flashcards

Step 1) Take one page of A4, and cut this into four squares.

Step 2) On the front cover, write the topic title and key question. For example, 'What were the causes of World War II'?

Step 3) On the reverse side write 4-5 short facts which answer the question or are linked to the topic.

Step 4) Test your child at home. Read out the question or topic title, and see how much they can remember.

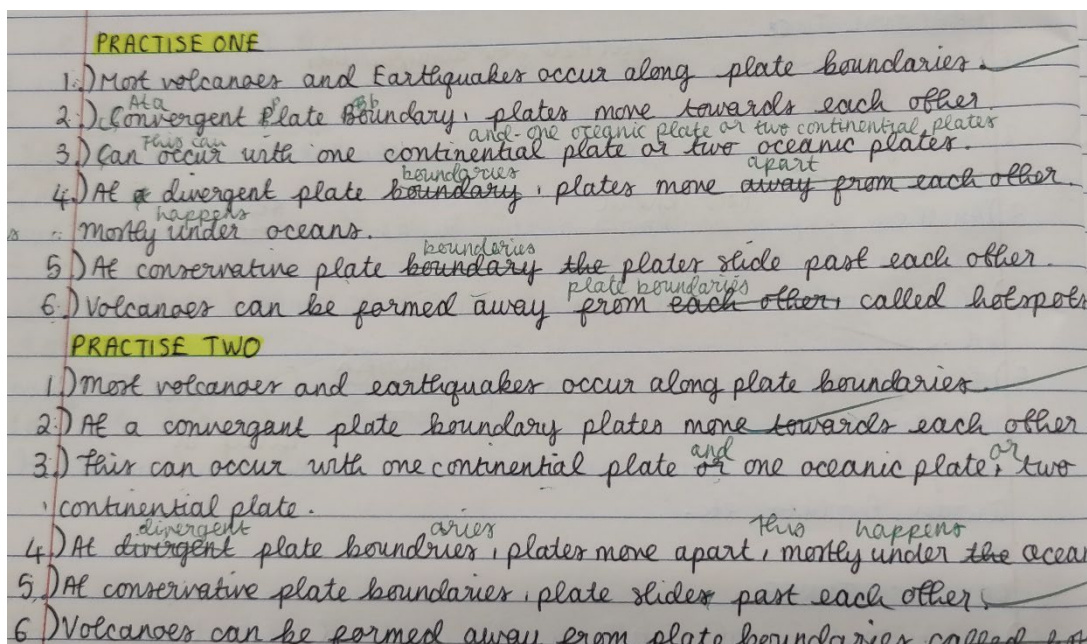
3) Look, Cover, Write, Check

Step 1) Read through the content in your knowledge organiser.

Step 2) Cover up the information and see how much you can **write from memory**.

Step 3) Go back and **check**. Did you miss anything? If so, add in your corrections in a different colour pen.

Step 4) Repeat again until you can write everything out from memory, with no corrections needed.



How will homework support your child's academic progress?

The homework which we set your child provides them with an opportunity to consolidate and develop their understanding of the content taught in lessons, as well as providing an opportunity to carry out further research.

We believe, and having engaged with academic research, that this approach is highly beneficial for our learners in building their long-term memory, and ensuring the content they cover in class is not forgotten. We also acknowledge that homework can play a vital role in enabling our pupils to become independent learners. Homework helps develop pupils' organisation, build routine and develop good habits, all of which foster independence.

We understand that we all have different commitments after school. Therefore, to help assist with this all homework is issued every Tuesday on **Show My Homework**, with completion due on the following Monday. This allows you and your child to plan out at what points in the week homework will be completed.

For times when your child has completed all of their homework, there are additional research projects which pupils can choose to engage with to enrich their learning that has taken place.

How can you support your child with their homework?

- Build homework into your child's evening routine
- Provide a quiet space for your child to complete any homework set
- Ensure they have an appropriate device to complete online work via Show My Homework and access to the internet (we also offer access to computer rooms during lunch times and afterschool)
- Encourage your child to complete the additional learning tasks set (see year group overviews) to help deepen their learning
- Check to see if their homework is completed by logging into the parent app for Show My Homework
- Use incentives and rewards such as giving them screen time as a reward for an hour of work



Educational and Cultural Day Trip in Birmingham

Making learning fun and memorable is something that you can support us with heavily outside of school. There are so many educational and cultural opportunities available across Birmingham that you may wish to visit, we have highlighted some of these below.

Midlands Art Centre

There's simply so much on at MAC Birmingham, you'll be spoilt for choice. From breaking up your day in the park with a feature film, to learning a fun new skill like making jewellery or learning the piano, MAC has something for everyone.

MAC Birmingham is dedicated to bringing the arts into the community, with shows and exhibitions to inspire and courses and workshops that open up the artistic world to enquiring minds - young and old alike!

<https://macbirmingham.co.uk/>

National SEA LIFE Centre

National SEA LIFE Centre, The Waters Edge, 3 Brindleyplace,
Birmingham, B1 2HL

Accredited by the Council for Learning Outside the Classroom, Birmingham's National SEA LIFE Centre is a popular attraction for school visits with more than 2,000 creatures to see including sea turtles, sharks and penguins. With a wide range of talks and demonstrations throughout the day and interesting facts about marine habitats, the SEA LIFE Centre is a fantastic place to visit.

www.visitsealife.com/birmingham

Cadbury World

Linden Road, Bournville B30 1JR

Discover the magic of chocolate and the history of the cocoa bean at Cadbury's World. With more than 2,000 groups attending each year, it has become a hotspot for school visits. Learn about the vast history of Cadbury's products and packaging and take a tour to see chocolate making at its best. With a 4D chocolate adventure cinema experience, there is sure to be something for everyone from KS3 to KS5.

www.cadburyworld.co.uk/schools-and-groups

Thinktank, Birmingham Science Museum

Millennium Point, Curzon Street, Birmingham, B4 7XG

Thinktank has an incredible variety of exhibitions and galleries for those interested in science and engineering. Explore the Spitfire Museum, the Marine World gallery and all things astronomy at the Planetarium. Thinktank's Natural Science collection is the largest in the West Midlands and has over 250,000 specimens.

www.birminghammuseums.org.uk

The Library of Birmingham

Centenary Square, Broad St, Birmingham, West Midlands B1 2ND

Why not take a tour of one of the most iconic buildings in Birmingham? The Library is one of Birmingham's biggest tourist hotspots. See the memorial room dedicated to Shakespeare on the top floor with a vast collection of the famous playwright's work. The Library has a number of events and talks, a photography wall, and collections that pay homage to Birmingham's heritage.

libraryofbirmingham.com

Birmingham Botanical Gardens and Glasshouses

Westbourne Road, Edgbaston, Birmingham B15 3TR

With four glasshouses and 15 acres of grounds, the Botanical Gardens and Glasshouses offer school trips like no other. Awarded the Growing Schools garden award by the Department of Education, the Gardens have tailored made activities for different topics and age groups. For teachers who want to lead their own activities, the Botanical Gardens offer a range of resources.

www.birminghambotanicalgardens.org.uk

Museum of the Jewellery Quarter

75-80 Vyse St, Birmingham B18 6HA

A visit to Birmingham's famous Jewellery Quarter is a must. The Museum of the Jewellery Quarter tells the story of the Quarter and the city's renowned jewellery heritage. Set in the Smith & Pepper jewellery manufacturing firm, this fantastic time capsule offers live demonstrations at the jewellers' bench, giving visitors a chance to see what it was like to work there.

www.birminghammuseums.org.uk/jewellery

Birmingham Hippodrome

Hurst St, Southside, Birmingham B5 4TB

The Birmingham Hippodrome is one of the most popular theatres in the UK, regularly attracting over 500,000 visitors at performances every year.

From the Birmingham Royal Ballet to West End shows, the Hippodrome can accommodate groups of all sizes.

Whether it's dance or drama, the theatre is a great venue for students who have an interest in the creative arts.

www.birminghamhippodrome.com

Birmingham Back to Backs

50-54 Inge St, Birmingham B5 4TE

Take a fascinating guided tour of the last surviving courtyard built back to back, a key part of Birmingham's history. From the 1840s to the 1970s discover the lives of the residents who came to work in these small houses. With workshops and a 1930s sweet shop, it is a great place for students to learn about the city's history.

www.nationaltrust.org.uk/birmingham-back-to-backs

Electric Cinema

47-49 Station St, Birmingham B5 4DY

Birmingham is home to the UK's oldest working cinema, which is now complete with luxury sofas and a waiter service. With regular showings of the latest movies from foreign, classic, independent and contemporary – this is a perfect school trip for students interested in film and media.

www.theelectric.co.uk

Black Country Living Museum

2 Tipton Rd, Dudley, West Midlands DY1 4SQ

The Black Country Living Museum caters to all ages from primary school to secondary. Whether it is geography, science, history, design or literacy, the museum has a range of learning tools to assist with your visit. Celebrating the 1830s industrial landscape, take a tour of the Museum's village to hear the stories of people in their workshops. See vintage transport, play games and explore over 26 acres that celebrate a key part of history in the West Midlands.

www.bclm.co.uk

Aston Villa and Birmingham City Football Stadium Tours

Aston Villa Football Club, Villa Park, Birmingham, B6 6HE

Birmingham City Football Club, St. Andrew's Stadium, Birmingham, B9 4RL

Birmingham is home to two famous football clubs, with Aston Villa one of only a handful of English teams to lift the European Cup. Why not visit the stadia where historic footballing memories took place? From the press room and

the players' tunnel to the dressing rooms and hallowed turf itself, these tours are perfect for students who love sport.

www.avfc.co.uk/page/StadiumTours

www.bcf.com/tickets/Stadium_Tours.aspx

St George's Park – The Ultimate Football Experience

St. George's Park, Newborough Road, Needwood, Burton upon Trent, Staffordshire, DE13 9PD, UK

Ever wondered where the England football team trains? Not far from Birmingham is St George's Park. The Ultimate Football Experience is a brilliant way to help and encourage students to take part in sport, offering a trained FA coach, 3G pitch and fun football activity sessions on the grounds where England's best players – including Wayne Rooney, Joe Hart and Harry Kane – perfect their art.

www.thefa.com/st-georges-park

Birmingham Museum and Art Gallery

Chamberlain Square, Birmingham, B3 3DH

The Birmingham Museum and Art Gallery is one of the most visited attractions in Birmingham, right in the centre of the city. It is home to the world's biggest collection of Pre-Raphaelite paintings, while exhibitions and over 40 galleries also ensure it is a popular destination for educational visits. See artefacts and objects throughout history from Ancient Egypt to the Romans and Ancient Greece.

www.birminghammuseums.org.uk/bmag

Ikon Gallery

1 Oozells St, Birmingham B1 2HS

Celebrating modern art from across the globe, Birmingham's Ikon Gallery is housed in a Victorian school building in Brindleyplace, beside the city's canals. Whether it is painting, sculptures, mixed media or photography, there is something for everyone. Learn about the meaning behind these visual masterpieces through seminars, tours and workshops that enable visitors to share and discuss their views. Pupils can engage through creative learning, and teachers will have access to a number of resources so that students can make the most out of their visit.

ikon-gallery.org

The Wonderful World of Planes and Trains

3 Mary Ann Street, St Paul's Square, B3 1BG

An interactive and fun way to learn about the history of trains from the 1890s to today. With a number of engaging activities such as plane flight simulators, Scalextric, and train travel workshops – it's the perfect day out for a school trip.

wonderfulworldtrainsplanes.co.uk

Birmingham Repertory Theatre

Broad Street, Birmingham B1 2EP

The REP – as it is commonly known – has a Learning and Participation team that visit schools to give a greater understanding of theatrical technique. Drama is a fantastic way to develop communication skills and improve confidence, and the REP has workshops that will help students develop these skills through theatrical exercises. The theatre also has a number of exciting productions throughout the year that you don't want to miss.

www.birmingham-rep.co.uk

Birmingham Conservation Park

Birmingham Wildlife Conservation Park, Pershore Road, Edgbaston, B5 7RL

The Birmingham Wildlife Conservation Park is home to a number of animals from squirrel monkeys to the Green Tree Python. The park is focused on helping endangered species with a captive breeding programme. With educational talks and campaigns, it is a great way to learn about the animals, their habitat and to encourage

students to volunteer.

www.birmingham.gov.uk/naturecentre

West Midlands Safari Park

Bewdley, Worcester, DY12 1LF

Are you ready for an adventure, one that spans continents, species and millions of years? West Midland Safari Park has just the thing all wrapped up and raring to go! Interact with beautiful animals from nocturnal monkeys to African lions, there are many surreal animal encounters to experience. Grab your ride wristbands, find your favourite animal and most of all have an amazing experience!

<https://www.wmsp.co.uk/>

The Birmingham Mystery Treasure Trail

Snow Hill Train Station, Birmingham, West Midlands, B3 2BJ, England

If you're looking for a cost-effective family day out then The Birmingham Mystery Treasure Trail is for you!

Follow the 1.5-mile route through Birmingham on this self-guided themed Treasure Trail. Hunt for clues located on permanent features such as buildings and statues to solve the mysteries, and discover something new about where you live!

<https://www.treasuretrails.co.uk/products/days-out-birmingham-west-mids?variant=39342365212717>

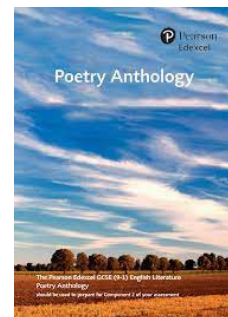
YARDLEYS YEAR 9 CURRICULUM

Subject	Term 1		Term 2		Term 3	
English	'The Bone Sparrow'		'The Curious Incident of the Dog in the Night-time' Long Writing: Toxic Masculinity		Conflict Poetry Anthology	
Math	Working with Decimals Percentages Solving Linear Equations Indices, Powers and Roots	Standard Form Ratio Parallels and Properties of Shapes	Linear Graphs Simultaneous Equations Proportion	Compound Units Identities and Quadratics	Probability Loci and Bearings Similarity and Congruence Pythagoras' Theorem Trigonometry	Data Handling Surface Area Transformations
Physics	Forces and Motion		Energy and Waves		Light and the Electromagnetic Spectrum	
Chemistry	C2 - Matter and Separating Mixtures	C1.1 – Atoms, Periodic Table, Ionic Bonding and Properties	C1.2 - Covalent, Metallic Bonding with Properties	C6 - Formulas, Equations and Groups in the Periodic Table	C1.3 - Calculations Involving Masses	
Biology	Ecosystems and Material cycles		Key concepts Exchange and transport in Animals		Plant structures and their functions	
Geography	Urban change in Birmingham The World Ocean		Geography of East Africa Glacial environments in a warming world		Population & migration UK in the wider world – trade and allegiances	
History	Women's suffrage Hitler and the Holocaust		Hitler and the Holocaust The Second World War		The End of the British Empire Protest in Britain	
RE	Religious persecution and suffering and Buddhist teachings concerning overcoming suffering.		A history of human rights and peace initiatives.		The science and religion debate.	
MFL Spanish and French	Healthy lifestyles		Jobs and future plans		Technology, Social media, TV and film	

Subject	Term 1	Term 2	Term 3
Computing	Introduction to Python Python Sequences	Media Animations Data Science	Representations Cyber security
Creative Design	Character Design in response to artists 'Gawx' & 'Vexx'	Character cardboard relief & 3D response	Character product marketing/Digital Poster
Food Preparation and Nutrition	Health and Safety in the food room Functions of nutrients	Working independently in the food room Functions of ingredients	Social and Moral Issues
Music	Musicals	Signwriting	The Music Industry
Drama	Commedia Del'Arte	Devising Project	Lizzie Borden
Physical Education	Individual Pathway Net and Wall Games: badminton Fitness and Problem-solving Accurate replication: trampolining Orienteering/circuit training	Games Pathway Invasion Games: Girls – basketball, football netball Boys – basketball, football and rugby Fitness and problem-solving	Striking and Fielding Softball/rounders Performing at maximum levels Athletics

Your Child Needs You!

Here at Yardleys, we understand that it can sometimes be difficult to know how best to support your children through their studies. But we also know that the more our students talk about their work, both inside and outside of school, the deeper and more flexible their learning. We need you to help us promote the school values of curiosity and reflection beyond our classrooms and, in doing so, help your child on their journey to GCSE success!



Each term, the English Department will be sending home suggestions for activities, reading and discussion you could do with your child at home to help support their learning in school - you may remember our previous letters about 'The Curious Incident of the Dog in the Night-Time' and 'The Bone Sparrow'. **Re-reading with your child the text they are studying in class, or reading it yourself alongside the in-class schedule, is one of the best ways you can help support your child at home.** We know that time is precious and are not asking you to take over the teaching, but we also know how keen many parents are to do as much as possible to help their children reach their potential. So, whether it's sitting down and watching a film or documentary, listening to a podcast or debating some big topics over the dinner table, we hope to have something for you!

This term, in Year 9, students will be preparing for their English Literature GCSE by exploring an anthology of poetry based around the theme of conflict. All students will be provided with a free copy of the text (see top right) and will be expected to use this to make notes on the 15 poems we study, keeping it safe and bringing it with them to each lesson. If students do not have it with them they will receive a detention and, if it is lost, will be expected to replace it, buying a new copy via Parent Pay.

Order of Poems:	Questions for Discussion at Home and Additional Learning Resources		
	Watch on ClickView	Listen on Spotify/BBC Sounds	Discuss together
<ol style="list-style-type: none"> 1. The Destruction of Sennacherib 2. The Charge of the Light Brigade 3. The Man he Killed 4. Exposure 5. What Were They Like? 6. Belfast Confetti 7. War photographer 8. Poppies 9. Catrin 10. Cousin Kate 11. A Poison Tree 12. Extract from the Prelude 13. No Problem 14. Half Caste 15. The Class Game 	<ul style="list-style-type: none"> • BBC Teach: Ciaran Carson on 'Belfast Confetti' • Southbank Centre: Johan Agard, Guyana • ClickView: Panorama, 'Let's Talk About Race' • ClickView: Leigh-Anne: 'Pop, Race and Power' • BBCiPlayer: Tan France: Beauty and the Bleach 	<ul style="list-style-type: none"> • 'Witness History: World War I Poetry'. • 'In Our Time: The Charge of the Light Brigade' • 'Straight Talking English' Podcast: S4, Eps 11, 12 and 13 about 'Poppies', 'The Charge of the Light Brigade' and 'Exposure' • 'Dan Snow's History Hit: The Troubles: how it Started' • Remember to also check out GCSEPod for more relevant pods. 	<ul style="list-style-type: none"> • Is conflict ever necessary? • How might people affected by conflict feel? • To what extent do you think those actively involved in conflict understand its purpose? • How might we avoid conflict? • How is conflict expressed differently?
End of Term			

Academic Year 2023-24

Subject: Maths Year 9 Summer Term

At Yardleys, we want our pupils to see Mathematics as a universal language that allows us to conceptualise and communicate ideas clearly across the curriculum and beyond. Throughout our curriculum, we develop mathematicians that are empowered with the knowledge & strategies to reason, generalise and simplify complex problems into their composite parts. Our pupils are fluent in the key mathematical processes so that they may become flexible and creative problem solvers that are resilient when faced with challenges.

Week/Time	Teaching Focus	Possible activities at home	
		Watch, Listen & Make Notes	Discuss
Week 1 - 8.4.2024	Probability	https://corbettmaths.com/2013/06/18/sample-space-diagrams/	What is a "sample space" and why is it good to use one when listing outcomes?
Week 2 – 15.4.2024	Probability	https://corbettmaths.com/2013/06/20/relative-frequency/	How do we use probability to work out expected outcomes?
Week 3 – 22.4.2024	Construction	http://corbettmaths.com/2013/03/26/angle-bisector/	What's the difference between an angle bisector and an line bisector? Draw them.
Week 4 – 29.4.2024	Bearings	https://corbettmaths.com/2013/03/27/bearing-s/	What are the rules of bearings? How do you find a back bearing?
Week 5 – 6.5.2024	Pythagoras' Theorem	https://corbettmaths.com/2012/08/19/pythagoras-video/	What is Pythagoras' Theorem and what can it work out?
Week 6 – 13.5.2024	Trigonometry	https://corbettmaths.com/2013/03/30/trigonometry-introduction/	How do you label a right-angled triangle correctly for trigonometry questions?
Week 7 – 20.5.2024	Trigonometry	https://corbettmaths.com/2013/03/30/trigonometry-missing-angles/	How do you find missing angles using trigonometry?
Half term		Watch, Listen & Make Notes	Discuss
Week 8 – 3.6.2024	Scatter diagrams	https://corbettmaths.com/2012/08/10/scatter-graphs/	What do we mean by positive correlation? Give a real-life example.
Week 7 – 10.6.2024	Averages	https://corbettmaths.com/2012/08/19/means-from-frequency-tables/	Describe how to find the different averages from frequency tables
Week 8 – 17.6.2024	Surface Area and volume	https://corbettmaths.com/2013/03/29/surface-area-of-a-cuboid/ https://corbettmaths.com/2013/04/20/volume-of-a-prism/	How is surface area different to volume?
Week 9 – 24.6.2024	Revision	What's the most interesting thing you've learned this half term? Find any questions from your weekly quizzes that you couldn't do. Make sure that you can do them now.	
Week 10 – 1.7.2024			
Week 11- 8.7.2024	Transformations	https://www.bbc.co.uk/bitesize/topics/z3s496f/articles/zrhyn9q	What are the four transformations? What information do you need for each one?
Week 12 15.7.2024	Transformations	https://corbettmaths.com/2013/05/12/describing-enlargements/	What does the word "invariant" mean?



Subject: Year 9 Biology **Exam Board:** Edexcel

Science helps students gain an understanding of the world around them, from the micro-level of particles and atoms to the macro-level of our expanding universe. It encourages students to question and enquire in order to learn more. We want our students to acquire the scientific knowledge and skills to meet their academic, practical and “real life” challenges of the future.

Term	Teaching Focus	Possible activities at home		
		Watch	Listen	Discuss
Summer term 1	Topic 8 Exchange and Transport in Animals	Blood circulation (Clickview) https://online.clickview.co.uk/exchange/videos/36991155/transport-and-exchange-blood-circulation	The First Heart Transplant: Beat by Beat (BBC Podcast) https://www.bbc.co.uk/sounds/play/b09h3v2n	Explore the events leading up to the first heart transplant and reflect on the consequences of that extraordinary medical breakthrough.
		The Cardiovascular System (Clickview) https://online.clickview.co.uk/libraries/videos/3714369/the-cardiovascular-system	Diseases of The Blood (BBC Podcast) https://www.bbc.co.uk/sounds/play/p035cwtx	Can we prevent heart conditions, such as coronary artery disease?
Half Term				
Summer 2	Topic 6 Plant structures and their functions	Listen and watch Transportation of Water and Minerals in Plants- Topic 6 Clickview https://online.clickview.co.uk/libraries/videos/33036058/transportation-of-water-and-minerals-in-plants Jatropha: The Wonder Plant-Topic 6 (BBC sounds) https://www.bbc.co.uk/sounds/play/b007s0pv	The Plants Around the World. Clickview https://online.clickview.co.uk/exchange/videos/42548603/the-plants-around-the-world Plants: Roots, Leaf Function and Respiration Clickview https://online.clickview.co.uk/libraries/videos/3716732/plant-roots-leaf-function-and-respiration	How are water and minerals transported into a plant? What is the name of the process? Is the Jatropha plant the solution to the world's energy needs?



Subject: Year 9 Chemistry

Science helps students gain an understanding of the world around them, from the micro-level of particles and atoms to the macro-level of our expanding universe. It encourages students to question and enquire in order to learn more. We want our students to acquire the scientific knowledge and skills to meet their academic, practical and “real life” challenges of the future.

Term	Teaching Focus	Possible activities at home		
		Watch	Listen	Discuss
Summer 1	Calculations Involving Masses	<p>How Are Empirical and Molecular Formulas Calculated?</p> <p>This film explains how to calculate empirical and molecular formulae.</p> <p>(Clickview) https://online.clickview.co.uk/libraries/videos/52938235/how-are-empirical-and-molecular-formulas-calculated-</p>	<p>Reacting Masses</p> <p>This chapter looks at how we can use equations to calculate the masses of substances that react with one another in reactions. We'll also be able to predict how much product is made.</p> <p>(GCSE Pod) https://members.gcsepod.com/shared/podcasts/title/11300/69615</p>	<p>What does a 'mole' mean in chemistry? Who invented the 'mole' concept?</p> <p>How do we work out a percentage of an element in a chemical formula?</p>
Half term				
Summer 2	Calculations Involving Masses	<p>Percentage Yield (YouTube) https://www.youtube.com/watch?v=hnawBsyZTc8</p>	<p>Atom Economy (GCSE Pod) https://members.gcsepod.com/shared/playlists/playlist/172371/69157</p>	<p>How do chemical engineers ensure they make lots of useful products in chemical reactions?</p>



Subject: Physics

Science helps students gain an understanding of the world around them, from the micro-level of particles and atoms to the macro-level of our expanding universe. It encourages students to question and enquire in order to learn more. We want our students to acquire the scientific knowledge and skills to meet their academic, practical and “real life” challenges of the future.

Physics in particular aims to explain the world in terms of the interactions between forces, energy and matter.

Term	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss/Research
Summer 1	<p>Waves</p> <p>This topic covers waves, a way in which energy and information is transferred.</p> <ul style="list-style-type: none"> Types of waves. Sound and hearing. How waves transfer energy. 	<p>Waves and Energy https://online.clickview.co.uk/exchange/videos/26758513/waves</p> <p>Properties of waves https://online.clickview.co.uk/exchange/videos/26758289/waves-example-a</p> <p>https://online.clickview.co.uk/exchange/videos/26758208/waves-example-b</p> <p>Interaction of Waves https://online.clickview.co.uk/exchange/videos/26758235/interactions-of-waves</p>	<p>Waves Summary: https://www.thesciencehive.co.uk/properties-of-waves-gcse</p>	<ol style="list-style-type: none"> List similarities and differences between longitudinal and transverse waves. Discuss how waves change when they interact with material. Methods of measuring wave speed.
Half term				
Summer 2	<p>The Electro-magnetic Spectrum</p> <p>In this topic, the students will look in detail at the different types of light and how they behave.</p> <ul style="list-style-type: none"> Refraction. Lenses. Uses of different types of light. Dangers of different types of light. 	<p>Types of light and optical effects: https://online.clickview.co.uk/libraries/videos/48022703/light</p> <p>More detail about each type of light: https://online.clickview.co.uk/libraries/videos/3717048/shedding-light-on-electromagnetic-waves</p> <p>Jim Al-Khalili on how light has helped physicists: https://online.clickview.co.uk/exchange/videos/80191/light</p>	<p>Bitesize EM Spectrum overview: https://www.bbc.co.uk/bitesize/guides/z66g87h/revision/1</p> <p>Herschel and discovery of light beyond visible: https://spark.iop.org/william-herschel-and-discovery-infra-red-radiation</p>	<p>How many uses of lenses can you think of?</p> <p>How would life be different if the non-visible forms of EM light didn't exist?</p> <p>Why is glass so important for our understanding of science?</p>



Subject: Creative Design

Our curriculum is designed to develop creative learners and thinkers who are prepared for life beyond Yardleys School and to nurture the designers, engineers and architects of a more sustainable world. Creative Design will allow pupils to individually express themselves, give personal responses to concepts and themes and solve real word problems using practical solutions. A key aim is to ensure that students are able to self-reflect and experience a feeling of being proud and have a sense of accomplishment in the work they produce. Students are also encouraged to take risks and question the world around them by understanding that design is all around us. Students will also be able to appreciate the cultural and therapeutic benefits of Creative Design

In this term, students in Year 9 will be studying modern artists who use social media as their key promotion tool. The curriculum is designed to design a character using materials such as watercolours and acrylic markers, promote a product that is merchandise of that character through digital software and create the character using 3D competencies.

Week/Time	Teaching Focus	Possible activities at home
		Watch
Week 1 – 15.04.24	Continuation of Cardboard Relief – Acrylic painting	https://www.youtube.com/shorts/wxS1g_VSwJA
Week 2 – 22.04.24	Acrylic marker pattern background	https://www.youtube.com/watch?v=etcEcqgZLrA
Week 3 – 29.04.24	Poster design – doodle outline	https://www.youtube.com/watch?v=piqxobphKv4
Week 4 – 6.05.24	Poster outline completion ready for scanning	
Week 5 – 13.05.24	Photoshop – Paint Bucket Tool	https://www.youtube.com/watch?v=h4zXcVTRtWo&t=211s
Week 6 – 20.05.24	Photoshop – Paint Bucket Tool	https://www.youtube.com/watch?v=h4zXcVTRtWo&t=211s
Half term		
Week 7 – 3.06.24	Design large Xbox controller in the style of artists	https://www.youtube.com/watch?v=p9_Bcu4J9hI
Week 8 – 10.06.24	Finalise design for Xbox controller	
Week 9 – 17.06.24	Assessment – Apply outlines to card Xbox controller	
Week 10 – 24.06.24	Assessment – Apply paint to Xbox controller	
Week 11 – 1.07.24	Refine edges of outlines using acrylic markers/fine-liners.	https://www.youtube.com/watch?v=Wm-uXn8YwgM
Week 12- 8.07.24	Whole school Assessment Week	



Academic Year 2023-24

Subject: Year 9 Computing

Through our ambitious computing curriculum our learners will have access to a broad and balanced range of topics including: digital literacy, computational thinking and modern technology. Yardley's computing curriculum will provide students with an understanding of how computing underpins today's modern lifestyle and has made the world better, faster and more connected. We ensure that the students at Yardleys can develop to become masters and creators in this field, to aid them in their development of our rapidly changing technological world.

Term 3 Week/Time	Teaching Focus	Possible Activities at Home	
		Watch and Read	Discuss
Representations			
Week 26 – 8.4.2024	Uncover the problems we solve through writing. Discover how Computing is also about solving these problems.	https://teachers.thenational.academy/lessons/across-time-and-space-c4vp8c	How do computers store data? What units do we use every day? Why use binary? Do you know that the ON/OFF button are the 2 binary digits?
Week 27 – 15.4.2024	Recall that representations are used to store, communicate, and process information.	https://teachers.thenational.academy/lessons/lights-and-drums-70r6cr	
Week 28 – 22.4.2024	To encode, transmit, and decode short messages, with each group using a different coding scheme and communication medium.	https://teachers.thenational.academy/lessons/binary-digits-68wp4t	
Week 29 – 29.4.2024	Explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters.	https://teachers.thenational.academy/lessons/numbers-in-binary-c4rkge	
Week 30 – 6.5.2024	Converting decimal numbers to binary and vice versa.	https://teachers.thenational.academy/lessons/large-quantities-cnh6cd	
Week 31 – 13.5.2024	Understand different units of data.	https://teachers.thenational.academy/lessons/turings-mug-cgtkcc	
Week 32 – 20.5.2024			
Half Term			
Cybersecurity			
Week 33 – 3.6.2024	Explain the difference between data and information. Critique online services in relation to data privacy.	https://teachers.thenational.academy/lessons/you-and-your-data-c4t30t	Do you use anti-malware? Have you heard about any data breaches in the news recently? What would happen if your favourite online store was a victim of a DOS attack? How can teachers and students pose a risk to our school network?
Week 33 – 3.6.2024	Recognise how human errors pose security risks to data. Implement strategies to minimise the risk of data being compromised through human error.	https://teachers.thenational.academy/lessons/social-engineering-6cr68r	
Week 34 – 10.6.2024	Define hacking in the context of cybersecurity. Explain how a DDoS attack can impact users of online services.	https://teachers.thenational.academy/lessons/script-kiddies-64u3ed	
Week 35 – 17.6.2024	Examine how different types of malware cause problems for computer systems. Question how malicious bots can have an impact on societal issues.	https://teachers.thenational.academy/lessons/rise-of-the-bots-chk3ac	
Week 36 – 24.6.2024	Compare security threats against probability and potential impact to organisations. Identify how networks can be protected from common security threats.	https://teachers.thenational.academy/lessons/theres-no-place-like-127001-6rt66t	
Week 37 – 1.7.2024	Assessment Week		
Week 38 – 8.7.2024	Identify the most effective methods of preventing cyberattacks.	https://teachers.thenational.academy/lessons/under-attack-70rprc	
Week 39 – 15.7.2024	Implementing all skills learnt into a practical exercise.	https://teachers.thenational.academy/lessons/under-attack-70rprc	



Subject: Design & technology

Summary: In Year 8, students studying Design and Technology will be experiencing a wide range of topics, knowledge and skills in their lessons. The year will be divided into units that each focus on specific knowledge. Pupils will be doing different units at different times of the year so you need to ask them what DT unit they are working on and then look at the resources below that will support your child in DT.

TERM 3 Week/ Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 1	Health & Safety	https://www.youtube.com/watch?v=LvrX0EGO2IA	https://www.technologystudent.com/health1/ed1.htm	Why is health & safety important in a workshop
Week 2	Marking Out	https://www.youtube.com/watch?v=5UegPp00jes	https://www.bbc.co.uk/bitesize/guides/zdqdqhv/revision/2	What is the importance of accurate marking out and measurement
Week 3	Wood Joints	https://www.youtube.com/watch?v=-f7tTNRH_04&t=83s	https://www.bbc.co.uk/bitesize/guides/zdj8jty/revision/9	What are the wood joints, their uses, advantages and disadvantages
Week 4	Types of Wood	https://www.youtube.com/watch?v=SDF5_1KjWzE	https://www.bbc.co.uk/bitesize/guides/zdj8jty/revision/2	What types of wood are there and how are they identified? What are their properties?
Week 5	Tools & Equipment	https://www.technologystudent.com/pwtol/pwtol/ex.htm	https://www.bbc.co.uk/bitesize/guides/zdj8jty/revision/10	How are tools identified, selected and used properly?
Half term				
Week 6	Planning your work	https://www.youtube.com/watch?v=KpWrHV0972g	https://www.technologystudent.com/despro_fish/desprocon1.html	How can you plan your work, and what is the importance of doing this?
Week 7	Sources of Wood	https://www.youtube.com/watch?v=g2MbDmEnSOk	https://www.bbc.co.uk/bitesize/guides/zdj8jty/revision/1	Where does wood come from? What are the social, environmental and economic issues around this
Week 8	CAD	https://www.youtube.com/watch?v=o1LkO4lrMsc&t=1s	https://www.technologystudent.com/cam/camex.htm	What is CAD and what are the advantages and disadvantages of using it
Week 9	CAD	https://www.youtube.com/watch?v=r1U7Gq-YHMo	https://www.technologystudent.com/cam/camex.htm	See above
Week 10	CAD/CAM	https://www.youtube.com/watch?v=jvEJ9UUQOAY	https://www.bbc.co.uk/bitesize/guides/zhrvgdm/revision/1	What is CAM and what are the advantages and disadvantages of using it?
Week 11	Evaluation	https://www.bbc.co.uk/bitesize/guides/zmtmtv4/revision/1	https://technologystudent.com/designpro/eval1.htm	



Subject: Drama

Summary: To provide an enriched, engaging and culture-rich curriculum which gives pupils the; knowledge, skills, passion and independence to participate and appreciate a wide range of dramatic material. A curriculum that inspires and aims to create ambitious, confident actors, directors and technicians who continue to enjoy theatre, acting for camera and productions beyond Yardleys. The curriculum is focused around 3 main strands these being Performance, creating and analysis these three different strands underpin every aspect of our course structure here at Yardleys. Every student Students should be able to navigate the lessons by using the appropriate rehearsal practices. Students should be able to use the appropriate vocal and physical skills required for any role undertaken in performance. Finally, all students should be able to critique and analyse their own work and that of others.

TERM 3 Week/Time	Teaching Focus	Possible activities at home Watch / Read / Discuss
Week 26 – 8.4.2024	To fully understand the “Horror” genre and the conventions of anti-illusionary theatre. To give students the skills to effectively perform a piece of script, in the correct style, portraying characters in an effective manner. Create work appropriately performed (scripted) based on a specific theatrical style, including verbatim theatre. Students should conduct relevant research and gain a full understanding of not only the story, time period but the issues surrounding	Lizzie Borden the story https://www.youtube.com/watch?v=ejaYI-KH4s Performing in a period piece https://www.backstage.com/magazine/article/how-to-approach-acting-in-a-period-piece-72139/ Performing Horror on stage https://www.backstage.com/magazine/article/how-to-approach-acting-in-a-period-piece-72139/
Week 27 – 15.4.2024		
Week 28 – 22.4.2024		
Week 29 – 6.5.2024		
Week 30 – 13.5.2024		
Week 31 – 20.5.2024		
Half term		
Week 32 – 3.6.2024	To fully understand the “Horror” genre and the conventions of anti-illusionary theatre. To give students the skills to effectively perform a piece of script, in the correct style, portraying characters in an effective manner. Create work appropriately performed (scripted) based on a specific theatrical style, including verbatim theatre. Students should conduct relevant research and gain a full understanding of not only the story, time period but the issues surrounding	Lizzie Borden the story https://www.youtube.com/watch?v=ejaYI-KH4s Performing in a period piece https://www.backstage.com/magazine/article/how-to-approach-acting-in-a-period-piece-72139/ Performing Horror on stage https://www.backstage.com/magazine/article/how-to-approach-acting-in-a-period-piece-72139/
Week 33 – 10.6.2024		
Week 34 – 17.6.2024		
Week 35 – 24.6.2024		
Week 36 – 1.7.2024		
Week 37 – 8.7.2024		
Week 38 – 15.7.2024		



Subject: MFL – French – Year 9

In this term students in Year 9 will learn will be learning to talk about new technology, films, books and music. They will express their opinions and discuss how to stay safe online, as well as talking about how they use their mobile phones. They will also express their interests in films, books and music.

Login for Linguascope:

www.linguascope.com

Username: yardleys

Password: europe2

TERM 3 Week/Time	Teaching Focus	Possible activities at home		
		Watch	Play and Interact	Discuss
Week 26 – 8.4.24	Using technology	Using the internet: https://classroom.thenational.academy/lessons/using-the-internet-part-13-c8u62e https://classroom.thenational.academy/lessons/using-the-internet-part-33-ccu32d Staying safe online: https://youtu.be/TOiWFQQQ_04	Linguascope: Beginners – Les loisirs – sur l’ordinateur Username: yardleys Password: europe2	How can you protect yourself on social media?
Week 27 – 15.4.24	Describing old and new technology			
Week 28 – 22.4.24				
Week 29 – 29.4.24	Social media			
Week 30 – 6.5.24	Pros and cons of new technologies			
Week 31 – 13.5.24	Television programmes			
Week 32 – 20.5.24				
Half term				
Week 33 – 3.6.24	Cinema	Talking about reading: https://classroom.thenational.academy/lessons/talking-about-books-11-6rtp6t Talking about TV & Hobbies: https://classroom.thenational.academy/lessons/talking-about-tv-programmes-part-12-c4tkje	Linguascope: Intermediate – Les médias Beginners – les genres de films ; à la télé Username: yardleys Password: europe2	Do you know any famous French film writers? Have you seen any French films, or films with French spoken?
Week 34 – 10.6.24	Reading			
Week 35 – 17.6.24	Music			
Week 36 – 24.6.24				
Week 37 – 1.7.24	Assessment week			
Week 38 – 8.7.24	Night out with friends			
Week 39 – 15.7.24	Assessment feedback			



Subject: MFL – Spanish – Year 9

In this term students in Year 9 will be able to talk about and express ideas and opinions on technology and social media. We will embed the use of tenses and complex language.

Login for Linguascope:

www.linguascope.com

Username: yardleys

Password: europe2

TERM 3 Week/Time	Teaching Focus	Possible activities at home	
		Watch / Play and Interact	Discuss
Week 1 – 8.4.24	What do you do on the computer?	BBC Bitesize: technology https://www.bbc.co.uk/bitesize/guides/znyprj6/revision/1 Oak Academy: use of social media https://teachers.thenational.academy/lessons/talk-about-social-media-part-13-cgw66c?from_query=redes+sociales Linguascope: Beginners – el ocio – tipos de películas / en la tele / en el ordenador Login for Linguascope: www.linguascope.com Username: yardleys Password: europe2	Which device do you prefer to use and why? Do you have a social media account? Which one(s) do you have and which is your favourite and why? Do you know how to keep yourself safe online?
Week 2 – 15.4.24	What do you do on the internet?		
Week 3 – 22.4.24	Social Media		
Week 4 – 29.4.24	Celebrities on social media		
Week 5 – 6.5.24	TV		
Week 6 – 13.5.24	Film		
Week 7 – 20.5.24	Completion of TV and film		
HALF TERM			
Week 8 – 3.6.24	TV or cinema?	BBC Bitesize: music, TV and cinema https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/1 Spanish Pop artists https://www.last.fm/tag/spanish+pop/artists Linguascope: Beginners – el ocio – los instrumentos musicales Login for Linguascope: www.linguascope.com Username: yardleys Password: europe2	How often do you watch films ? Do you prefer to watch films in the cinema or at home and why ? Do you know of any Spanish film writers or musicians ? What films or songs have they written ?
Week 9 – 10.6.24	Music		
Week 10 – 17.6.24	Completion of Week 7/8		
Week 11 – 24.6.24	Revision and Listening assessment		
Week 12 – 1.7.24	WHOLE SCHOOL ASSESSMENT		
Week 13 – 8.7.24	Famous musicians		
Week 14 – 15.7.24	Assessment feedback		



Subject: Cooking year 9

Students in KS3 at Yardley's school will be taught the importance of following the health and safety rules in the food room. Pupils will learn about foods from other countries. Cuisines and cultural foods. learning skills and techniques in cooking, learning to follow a recipe and adapt a dish.

Reviewing cultural needs and dietary needs when creating a menu. Designing a Buddha bowl and nutrients needed to create a balanced plate.

Week/Time	Teaching Focus	Possible activities at home	
		Watch	Discuss
Week 26 – 8.4.2024	The food room rules and why they are important	https://www.youtube.com/watch?v=7MIE4G8ntss https://www.youtube.com/watch?v=eDVXZaD_0OU	What pulses can you find at home in your kitchen? What safety procedures do you follow at home?
Week 27 – 15.4.2024	Functions of nutrients		
Week 28 – 22.4.2024	Developing a dish with a balanced plate		
Week 29 – 29.4.2024	Create a design a buddha bowl		
Week 30 – 5.5.2024	4cs		
		Watch	Discuss
Week 31 – 20.5.2024	Functions of ingredients in bread making	https://www.youtube.com/watch?v=8s2FsT9VYY https://www.youtube.com/watch?v=xS1SKiypHME	What meals are cooked at home can you identify foods from which originate from other countries? Make a dish with a parent that demonstrates some social and moral issues
Week 32 – 27.05.24	Breads from different countries		
Week 33 – 03.06.24	Importing and exporting of foods		
Week 34 – 10.06.2024	Sustainability and food miles		
Week 35 – 17.06.2024	UK foods		
Week 36 – 24.6.2024	Seasonality and menu planning		
Week 37 – 1.7.2024	Assessment Week preparation		
Week 38 – 8.7.2024			
Week 39 – 15.7.2024			



Subject: Geography

The Intent of the Geography curriculum is to educate all students to be global citizens (someone who can empathise with different people with different lifestyles, landscapes and situations around the world), to have an understanding of the world beyond and linked to Tyseley – enough to spot misleading information about the wider world and make evidence-based decisions. We will do this by developing their knowledge and understanding of the key Geographical concepts of sustainability, process, development & enquiry.

In this term students in Year 9 will focus on two topics. First, we will reintroduce the issues of population management and migration, with a look at the issues of both an aging and a youthful population. We will then take a look at the UK's place in the wider world and at our alliances and trade.

TERM 3 Week/Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 26 – 8.4.2024	What are the opportunities and challenges of having a youthful and an aging population?	Crash course Geography - how populations grow and change YouTube link	Population & migration BBC bitesize	How has life expectancy changed in your family's lifetime?
Week 27 – 15.4.2024			European Migration - a site that gathers many different news stories hyperlink	
Week 28 – 22.4.2024				
Week 29 – 6.5.2024				
Week 30 – 13.5.2024	What is the Demographic Transition Model?	The UK's migration History (Challenging!) YouTube link	How the UK's population is changing and why it matters (Challenging!) hyper link	Is it right for a country's government to either restrict or encourage the number of children you can have?
Week 31 – 20.5.2024				
Half term				
Week 32 – 3.6.2024	How does the UK make its money as a country? Why do we trade with and what products do we trade?	The history of Queen Elizabeth II and the Commonwealth BBC iPlayer	UK and the Commonwealth (Challenging) hyperlink	Has the UK left the EU or Europe? What is the difference?
Week 33 – 10.6.2024				
Week 34 – 17.6.2024				
Week 35 – 24.6.2024				
Week 36 – 1.7.2024	What is the UK's place in the modern world?	Brexit - a summary Youtube link	Explaining Brexit Firstnews	What is the Commonwealth?
Week 37 – 8.7.2024	Revision for end of year exams	Revision and motivation YouTube video	BBC Bitesize study support tips Hyperlink	How have you revised for tests in the past? What worked well for you?
Week 38 – 15.7.2024				



History

We aim to foster a passion for History to encourage students to become historians. Throughout their studies students will develop a good understanding of significant events in British history and aspects of world history, and how these impact the way we live today. Content is covered chronologically while revisiting themes such as power, protest, women, local history, wider world, empire and conflict. These first order concepts are analysed with second order concepts, such as causation, consequence, similarity and difference, chosen because they fit the content best. We aim for students to be involved in national conversations and provide context to wider understanding, helping them explain the way the world is today.

In this term students in Year 9 will be looking at the Second World War, the end of the British Empire and modern forms of protest.

TERM 3 Week/Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 26 – 8.4.2024	The Second World War	Battle of Stalingrad: Armchair Historian (YouTube) Footage of D-Day (YouTube) Hiroshima: Dropping the bomb Birmingham bombing WW2	<ul style="list-style-type: none"> ➤ The Battle of Stalingrad (IWM) ➤ D-Day (History.com) ➤ Should the atomic bomb have been dropped? ➤ Where was bombed in Birmingham? 	<ul style="list-style-type: none"> • Which turning point was the most important? • What do you think would have happened if the Germans had won either battle? • Should the atomic bomb have been dropped? • How different was Birmingham’s role in WW2 to WW1?
Week 27 – 15.4.2024				
Week 28 – 22.4.2024				
Week 29 – 6.5.2024	End of the British Empire	How the British Empire crumbled Why was India split into two countries? The Windrush Generation	<ul style="list-style-type: none"> ➤ End of the British Empire ➤ Partition: Why was British India divided? ➤ Windrush Generation: Who are they and why are they facing problems? 	<ul style="list-style-type: none"> • How different do you think the world would be if the British Empire hadn’t ended? • What were the major benefits of the British Empire ending?
Week 30 – 13.5.2024				
Week 31 – 20.5.2024				
Half term				
Week 32 – 3.6.2024	End of the British Empire			
Week 33 – 10.6.2024				
Week 34 – 17.6.2024	Protest in Britain	Remembering the Bristol Bus Boycott How women fought for sexual and society equality History of LGBTQ rights in the UK Rights for people with disabilities	<ul style="list-style-type: none"> ➤ Bristol Bus Boycott ➤ Timeline of Women’s Liberation Movement ➤ A history of LGBTQ rights ➤ Timeline of disability rights 	<ul style="list-style-type: none"> • Which group was the most successful? • Which group do you think has the longest way still to come?
Week 35 – 24.6.2024				
Week 36 – 1.7.2024				
Week 37 – 8.7.2024				
Week 38 – 15.7.2024				
Revision, assessment and feedback				



Subject: Music

- In this term students in Year 9 will be studying **Battle of the Bands**

TERM 1 Week/Time	Teaching Focus	Possible activities at home	
		Watch	Discuss
Week 26 – 8.4.2024	<p>Battle of the Bands</p> <p>Pop and rock band performances are one of the best-known genres of music today. Many factors are considered when forming a successful band. Throughout this term you will learn the importance of what goes into making a successful band: the frontperson, stagecraft, as well as learning about a few different styles of popular music, including K-Pop. You will learn to practise and perform a song in pairs or small groups, culminating in a final performance.</p>	Old Town Road – Lil Nas X	What do you think made the featured songs successful?
Week 27 – 15.4.2024		https://www.youtube.com/watch?v=Zyqzb2RJAE	Was it the lyrics or the music that was most responsible?
Week 28 – 22.4.2024		Talk – beabadoobee	Can you use musical elements to describe the songs?
Week 29 – 6.5.2024		https://www.youtube.com/watch?v=hCw80xpl3k0	Tempo (Speed)
Week 30 – 13.5.2024		Jump – Van Halen	Structure (Sections)
Week 31 – 20.5.2024		https://www.youtube.com/watch?v=SwYN7mTi6HM	Sonority (Instruments)
Half term			
Week 32 – 3.6.2024	<p>Battle of the Bands</p> <p>Students will be working in pairs or small groups towards their final performance.</p>	What makes a good band performance?	How can you make your ensemble performance better?
Week 33 – 10.6.2024		https://www.youtube.com/watch?v=A1f5Y3p-Rjs	What will you work with your partner to achieve?
Week 34 – 17.6.2024			
Week 35 – 24.6.2024			
Week 36 – 1.7.2024			
Week 37 – 8.7.2024			
Week 38 – 15.7.2024			



Subject: Core PE

Summary Striking and Fielding

In PE we aim to provide an enriched and broad curriculum which gives pupils the; knowledge, skills, passion and independence to participate in a wide range of activities competitively. We offer a curriculum that is ambitious, tangible and one that will inspire, giving pupils the confidence and desire to continue to be physically active beyond Yardleys. Furthermore, we ensure we also provide a curriculum committed to nurturing responsible individuals with a deep understanding of the lifelong benefits of good health and fitness, where pupils leave endeavouring to develop good lifestyle habits to secure lifelong personal health.

TERM 3	Teaching Focus	Possible activities at home		
		Watch	Read/Listen	Discuss
Striking and Fielding (softball, rounders, cricket)	<p>What are the fielding positions in your activity?</p> <p>What are the specific techniques involved with batting in your activity?</p> <p>What are the specific techniques involved in bowling in your activity?</p> <p>What tactics can you use to increase your chance of victory as a fielding team?</p> <p>What tactics can you use to increase your chance of victory as a batting team?</p>	<p>Rounders useful information: https://www.youtube.com/@roundersengland</p> <p>Cricket useful information: https://www.youtube.com/@CoachCricXI</p> <p>Softball useful information: https://www.youtube.com/@WBSC</p>	<p>Sports books in school library</p> <p>Sporting podcasts</p>	<p>Research different tactics for batting and fielding. Discuss with your parents what your favourite tactic is, why you think it is most effective and when you would use it during a game.</p>



Subject: Religious Studies (year 9)

Summary: Religion and Science

TERM 3 Week/ Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 1 – 8 th April	The Golden Age of science in Islam and decline due to fundamentalism		https://www.ducksters.com/history/islam/science_and_technology.php	Why was this period called the Golden Age in Islam?
Week 2 – 15 th April	The rise of science in the West	https://www.youtube.com/watch?v=w70BkCqgyyl		
Week 3 – 15 th April	Principles of the scientific enlightenment – observation, experimentation, rationality, reason, liberalism etc. Could link to Big Bang/evolution.		https://kids.britannica.com/kids/article/Enlightenment/353103	What is meant by empiricism and liberalism?
Week 4 – 22 nd April	DIP - 30 Question Quiz			
Week 5 – 29 th April	Improvements and the Ten Principles of Humanism		https://thehumanist.com/magazine/september-october-2019/features/living-humanist-values-the-ten-commitments/	How similar and different are the Ten Humanist Principles to the Ten Commandments?
Week 6 – 6 th May	Can anyone/thing be infallible – religious vs non-religious (enlightenment) arguments, e.g. Qur'an, Pope, Imams.	https://www.youtube.com/watch?v=r8wcZFUCSyM		If life is a test, then why are prophet's sinless?
Week 7 – 13 th May	Can miracles really happen? Religious vs non-religious (enlightenment) arguments.	https://www.youtube.com/watch?v=AayLKHh_QGA		Do you think miracles can happen, and if so why/why not?
Week 8 – 20 th May	Can spirits really exist – angels, Jinn etc. Religious vs non-religious (enlightenment) arguments.	https://www.youtube.com/watch?v=nSClopfVg0Y		Do you think there is evidence of spiritual beings? If so why/why not?
Week 9 – 3 rd June	DIP – Can religion and science co-exist? Can things be believed without observation, experimentation (empiricism) etc.	https://www.youtube.com/watch?v=dxA-gdq_LUs		Do you think someone can believe in both religion and science?
10 th June	Improvements and revision			